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ABSTRACT

This booklet provides instructions for simulation and role play of historical events in U.S. history from 1925-1964. Included for student research and participation are: the Scopes trial in Tennessee involving supporters of the teaching of evolution in the schools and of creationism; the decision to drop the atomic bomb on Japan ending World War II; the espionage trial of Alger Hiss; and the civil rights voter registration drives in Mississippi in 1964. Each event featured provides an introduction, offers objectives, describes the teaching strategy, introduces the simulation, and presents the student materials. (EH)

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UNITED STATES HISTORY SIMULATIONS

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1925 - 1964

The Scopes Trial

Dropping the Atomic Bomb on Japan

United States versus Alger Hiss

Mississippi—Summer 1964

SO 027 447

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The Scopes Trial

Dropping the Atomic Bomb on Japan

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by

Richard W. Hostrop, Ph.D.

$6.50

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The Scopes Trial

INTRODUCTION

Beginning July 10, 1925, At Dayton, Tennessee, and ending July 21, was one of the most widely publicized legal cases in 20th century United States history. The charge was that John Thomas Scopes, a teacher of science in Rhea high school in Dayton, had violated the Tennessee state law prohibiting the teaching in public schools of any theories that deny the divine creation of man as taught in the Bible. The basis for the sensational nature of the trial was laid by the increasing alarm of a Christian movement, known as Fundamentalism, over the challenge of science and evolutionary theory to a literal interpretation of the Scriptures.

The legislature of the state of Tennessee was the first to pass an antievolution law, by an overwhelming majority (95-11), and the measure was signed by the governor on March 13, 1925. The essential section stated that it was "unlawful for any teacher in any of the universities, normals and all other public schools of the state, to teach any theory that denies the story of the divine creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals."

When the American Civil Liberties Union in New York city heard of the passage of the Tennessee law, the executive director, Roger N. Baldwin, sent a news release to leading Tennessee newspapers offering the services of the union to defend any teacher who would personally test the constitutionality of the statute by his classroom teaching. Baldwin soon received a telephone call from George Rapplyea, proprietor of a drug store in Dayton, stating that he had been discussing the offer with John Scopes. Although he had taught biology only briefly as a substitute, Scopes admitted to violating the law, and was indicted.

OBJECTIVES

As participants in the Tennessee versus John Thomas Scopes simulation, each student will:

1. Research the historical period of 1925 in Tennessee with respect to evolution and religion.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation.

As a consequence, each student will:

1. Learn what some of the factors were which gave rise to the Scopes Trial.
2. Learn what the significance of the Scopes Trial was with respect to church/state Constitutional relations.
3. Better understand the feelings of those whose beliefs are different from one's own.
4. Appreciate the right of each of us to hear all sides of controversial issues so that each of us can more intelligently make up our own mind.
5. Appreciate the personal sacrifices which often are attendant upon those who are willing to challenge questionable laws, policies, procedures, and actions which, in turn, when successful (and sometimes when even unsuccessful), generally expands the limits of responsible individual freedom and liberty for all.
6. Learn some of the basic procedures of a state court trial.
7. Learn who some of the great legal figures were in the first quarter of the 20th century, and how their deeds have redounded to the benefit of all of us.
8. Learn what the American Civil Liberties Union (ACLU) is.
9. Learn the meaning of "Fundamentalism."
10. Learn the meaning of "evolution."

Say to the students that they are to research the attitudes held toward religion and evolution in Tennessee in 1925, and why it was likely that theses attitudes toward each then prevailed.

Further state for this period that they are to particularly study the personalities and deeds of William Jennings Bryan, Clarence Darrow, and Thomas Scopes.

Tell students that their research will culminate in a simulation.

After students have had several days opportunity to study their general assignment, assignment, assign the following specific roles to those students who are most likely to best fit the role:

George Rapplyea

John Scopes

John Raulston

Court Clerk

William Jennings Bryan

E.T. Stewart

Ben McKenzie

Sue Hicks

Herbert Hicks

Wm. J. Bryan, Jr.

Clarence Darrow

Arthur Garfield Hayes

Dudley Field Malone

Howard Morgan

Jurors (remainder of the class - or 12 students if it is desired to have respective attorneys cross examine prospective jurors until 12 jurors are selected so as to add further realism to

the trial)

Announce to the class when the simulation is to be conducted.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and cards returned, they can be used over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves first at Robinson's Drug Store and then later during a hot July in 1925 in the Eighteenth Tennessee Circuit Court located at Dayton.

1. Write on the chalkboard, "Robinson's Drug Store, Dayton, Tennessee, March 20, 1925."
2. State: "We are now friends gathered in the drug store owned by George Rapplyea who is discussing with John Scopes, a teacher of science at Rhea High School, the antievolution law signed by the governor on March 13, 1925."
3. Pass out Role Card 1 to George Rapplyea. Tell him to begin performing his role just as soon as you sit down.
4. Pass ut Role Card 2 to John Scopes. Tell him to begin performing his role just as soon as you sit down.
5. Sit down. George Rapplyea and John Scopes assume their roles. The discussion of challenging the new antievolution law begins.
6. After about 10 minutes rise, go to the chalkboard, replace what was previously written with, "Eighteenth Tennessee Circuit Court, Dayton, July 10-21, 1925".

7. State: "We are now in the Eighteenth Tennessee Circuit Court. It is a hot July in 1925. Take your place and assume your role when you receive your role card.
8. Pass out Role Card 3 to John Raulston. Tell Judge Raulston to assume his role just as soon as you sit down.
9. Pass out Role Card 4 to the Court Clerk. Tell him to assume his role just as soon as you sit down.
10. Pass out Role Card 5 to William Jennings Bryan.
11. Pass out Role Card 6 to E. T. Stewart.
12. Pass out Role Card 7 to Ben McKenzie.
13. Pass out Role Card 8 to Sue Hicks.
14. Pass out Role Card 9 to Herbert Hicks.
15. Pass out Role Card 10 to Wm. J. Bryan, Jr.
16. Pass out Role Card 11 to Clarence Darrow.
17. Pass out Role Card 12 to Arthur Garfield Hayes.
18. Pass out Role Card 13 to Dudley Field Malone.
19. Pass out Role Card 14 to Howard Morgan.
20. Pass out Role Card 15 to the remainder of the class - or to 12 students if it is desired to have respective attorneys cross examine prospective jurrors so as to add further realism to the trial.
21. Sit. down. Judge Raulston and the Court Clerk assume their roles. The trial begins.

Review, Summarization, and Reinforcement

1. Ask the students what they liked about the simulation.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask what some of the factors were which gave rise to the Scopes Trial in the first place.

Essentially, it was the increasing alarm of a Christian movement, known as Fundamentalism, over the challenge of science and evolutionary theory to a literal interpretation of the Scriptures.

5. Ask what the significance of the Scopes Trial was with respect to church/state Constitutional relations.

   It was a treat to the First Amendment in that the state government of Tennessee was advocating a single, Fundamentalist view of the creation of man. Moreover, it was a treat to freedom to speech, also a major part of the First Amendment to the United States Constitution, in that evolutionary views could not be expressed. Tennessee's antievolution law was repealed in May, 1967.

6. Ask what ACLU means.

   American Civil Liberties Union

7. Ask what the purpose of the American Civil Liberties Union is and how it s financially supported.

   The purpose of the ACLU is to safeguard the Constitution of The United States with respect to its citizens, particularly the Bill of Rights, and within it particularly the First Amendment. It provides legal aid and advise on significant Constitutional questions to those unable to afford to undergo long and expensive trials. As a nonpartisan, nonpolitical organization, it has defended the freedom of expression ranging from those of the COmmunist Party, the Nazi Party, and the John Birch Society, to those of ordinary citizens in all walks of life - frequently those in education - students and teachers. The ACLU is financed chiefly by individual donations.

8. Ask the meaning of "Fundamentalism."

A movement in American Protestantism that arose in the early part of the 20th century in reaction to modernism. Fundamentalism stressed the free from error interpretation of the Bible not only in matters of faith and morals but also as a literal historical record. It held as essential to Christian faith belief in such doctrine as the virgin birth, physical resurrection, atonement by the sacrificial death of Christ, and the Second Coming. These beliefs (still held, of course, by many people) inevitably brought the theory of evolution under discussion by the Fundamentalists. Besides success in getting the 1925 antievolutionary law passed in Tennessee, Fundamentalists were also successful elsewhere: Mississippi (1926), Arkansas (1928), and Texas (1929).

9. Ask the meaning of "evolution."

The continuous genetic adaptation of organisms or species to the environment by the integrating agencies of selection, hybridization, inbreeding, and mutation.

STUDENT MATERIAL

Role 1

Role: George Rapplyea, Proprietor of Robinson's Drug Store

Time: March 20, 1925

Place: Robinson' Drug Store, Dayton, Tennessee

You discuss with JOhn Scopes the new antievolution law signed by the governor a week ago. You also discuss the offer of legal aid made by Roger N. Baldwin, the executive director of the American Civil Liberties Union of New York. You suggest to John Scopes that he act as a test case challenging the new Tennessee law prohibiting the teaching of evolution. You inform Scopes that

Scopes Trial, Roles 2, 7, 8, 9

Role 2

Role: John Thomas Scopes, a teacher of science at Rhea High School

Time: March 20, 1925 and July 10-21, 1925

Place: Robinson's Drug Store and Eighteenth Tennessee Circuit Court, Dayton, Tennessee

After much discussion with George Rapplyea in his drug store, you agree to test the new anti-evolution law signed a week ago by the governor. You arrange for the authorities, along with the aid of Rapplyea, to catch you defying the law by teaching the evolutionary theory of the development of man. When in court, you readily admit that indeed you had.

Role 7

Role: Ben McKenzie

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to William Jennings Bryan as a member of the Counsel for the State in prosecuting John Scopes for violating the anti-evolutionary law. You advise and assist Bryan in every possible way, along with your co-counsels, to secure the conviction of Scopes.

Role 8

Role: Sue Hicks

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to William Jennings Bryan as a member of the Counsel for the State in prosecuting John Scopes for violating the anti-evolutionary law. You advise and assist Bryan in every possible way, along with your co-counsels, to secure the conviction of Scopes.

Role 9

Role: Herbert Hicks

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to William Jennings Bryan as a member of the Counsel for the State in prosecuting John Scopes for violating the anti-evolutionary law. You advise and assist Bryan in every possible way, along with your co-counsels, to secure the conviction of Scopes.

Baldwin has assured all legal aid to test the law. When Scopes agrees to being a test case, the two of you arrange for the authorities to catch Scopes in the act of presenting the evolutionary theory of the development of man.

Role 3

Role: John Raulston, Judge of the Eighteenth Tennessee Circuit Court

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

Order of events

1. You open the court with a prayer, an argumentative one, directed straight at the defense.
2. You introduce the Counsel for the State: William Jennings Bryan, Attorney General E. T. Stewart, Ben McKenzie, Sue Hicks, Herbert Hicks, and Wm. J. Bryan, Jr.
3. You introduce the Counsel for the Defense: Clarence Darrow, Arthur Garfield Hayes, and Dudley Field Malone.
4. The jury is selected (either by using the remainder of those class members without other specific assigned roles or through the selection, by respective counsels, of 12 jurors from the remaining class members without assigned roles.
5. You read the charge that contrary to Tennessee law, John Scopes was found to have taught the evolutionary theory of the origin of man in a biology class at Rhea High School in Dayton, Tennessee in April of 1925.
6. You declare to the jurors that the debate and the issues of this trial is to be limited mainly to the fact that the issue involved is one of law.
7. It is July 10, the first day of the trial. You call on the Counsel for the State to make its opening remarks to the Court.

8. When the State's opening remarks are concluded, you then call upon the Counsel for the Defense to make it opening remarks.
9. It now is the fourth day of the trial, July 15. Only one witness is called, Howard Morgan, a 14 year old student of John Scopes. You call on the Counsel for the State to present it witness. When finished, you allow the Defense to cross examine the State's witness.
10. It now is the eighth day of the trial, July 21. During this session Clarence Darrow will cross examine William Jennings Bryan on the Bible. But before he does, you send the jury out of the courtroom.
11. It is now the last day of the trial, July 21. You state there will be no further questioning of William Jennings Bryan and, moreover, his testimony is to be stricken from the record. You then ask for closing arguments from the respective counsels, the defense first, then the State.
12. You adjourn the trial so that the jurors can reach a verdict.
13. When the jury returns, you ask the jury foreman for their decision.
14. You adjourn the trial.

Role 4

Role: Court Clerk

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You assist Judge John Raulston in every way to make the trial of Tennessee v. John Scopes run smoothly. You swear in the jurors and witnesses, and see that events take place as Judge Raulston indicates.

Role 5

Role: William Jennings Bryan, Chief Counsel for the State

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You are assisted in you prosecution of John Scopes for violating Tennessee's antievolutionary teachings by Attorney General E. T. Stewart, Ben McKenzie, Sue Hicks, Herbert Hicks, and you son Wm. J. Bryan, Jr. After the jury is selected, you make your opening statement when called upon to do so by Judge Raulston. When Judge Raulston asks the State to present its witnesses, you present only one, Howard Morgan, a 14 year old student of John Scopes. On the eighth day of the trial you take the stand for the State defending the teaching of the Bible as against the theory of evolution. You are cross examined by Clarence Darrow. On the last day of the trial, when called upon by Judge Raulston, you make your final plea to the jury urging conviction of John Scopes.

Role 6

Role: E. T. Stewart, Attorney General for the State of Tennessee

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to William Jennings Bryan as a member of the Counsel for the State in prosecuting John Scopes for violating the antievolutionary law. You advise and assist Bryan in every possible way, along with you co-counsels, to secure the conviction of Scopes.

Role 10

Role: Wm. J. Bryan, Jr.

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to your father, William Jennings Bryan, as a member of the Counsel for the State in prosecuting John Scopes for violating the antievolutionary law. You advise and assist your father in every possible way, along with your co-counsels, to secure the conviction of Scopes.

Role 11

Role: Clarence Darrow, Chief Counsel for the Defense

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You are assisted in your defense of John Scopes for violating Tennessee's antievolutionary teachings by Arthur Garfield Hayes and Dudley Field Malone. After the jury is selected and after the State makes its opening statement, you make you opening statement for the defense upon being called to do so by Judge Raulston. When the State presents its first witness, Howard Morgan, a 14 year old student of John Scopes, upon cross examination you question him as to what Scopes taught. On the eighth day of the trial william Jennings Bryan takes the stand for the State defending the teachings of the Bible as against the theory of evolution; the jury is excused from the courtroom while you vigorously cross examine Bryan on the Bible. When called upon by Judge Raulston on the last day of the trial, you make your closing arguments to the jury.

Role 12

Role: Arthur Garfield Hayes

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to Clarence Darrow as a member of the Counsel for the Defense in defending John Scopes for violating the antievolutionary law. You advise and assist Darrow in every possible way, along with Dudley Field Malone, to overturn Tennessee's antievolution law.

Role 13

Role: Dudley Field Malone

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You serve as an assistant to Clarence Darrow as a member of the Counsel for the Defense in defending John Scopes for violating the antievolutionary law. You advise and assist Darrow in every possible way, along with Arthur Garfield Hayes, to overturn Tennessee's antievolution law.

Role 14

Role: Howard Morgan

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You are 14 years old. When asked what John Scopes taught you in his biology class by the respective attorneys in the trial, you answer as truthfully and as fully as possible.

Role 15

Role: Member of the Jury

Time: July 10-21, 1925

Place: Eighteenth Tennessee Circuit Court, Dayton, Tennessee

You select a foreman among your members. You listen carefully to the arguments of the State and the Defense in the trial of Tennessee v. John Scopes. Your foreman announces the decision of the jury when called upon to do so by Judge Raulston, after due deliberation.

Dropping the Atomic Bomb on Japan

INTRODUCTION

No weapons in the history of mankind are so devastating as that of atomic ones. Only twice have atomic or nuclear weapons been used in warfare. In both instances the weapon was in the form of an atomic bomb - two bombs dropped on two separate occasions by the United States on Japan in 1945.

The explosion of an atomic bomb differs from that of a conventional (chemical) bomb not only in the amount of energy released but also in the fact that an atomic explosion causes radioactivity which, in sufficient amount, can be harmful to living organisms, including man.

The first atomic bomb was exploded July 16, 1945 at Alamogordo, New Mexico from a tower which was completely vaporized.

The first atomic bomb to be used in warfare was dropped by the United States on Hiroshima, Japan, the site of an army base on August 6, 1945. The explosion, announced as the equivalent of 20,000 tons of TNT, instantly and completely devastated 4 square miles of the heart of this city of 343,000 inhabitants. Of this number 66,000 were killed and 69,000 were injured; more than 67% of the city's structures were destroyed or damaged from this single bomb. The next atomic bomb to be exploded was dropped on Nagasaki on August 9, 1945. The terrain and smaller size of Nagasaki reduced destruction of property and life, but 39,000 persons were killed and 25,000 injured; about 40% of the city's structures were destroyed or severely damaged. The Japanese initiated surrender negotiations the next day.

OBJECTIVES

As participants in The USe of the Atomic Bomb on Japan simulation, each student will:

1. Research the historical period of 1935-1945 with respect to the political, economic, and war relationships between Japan and the United States.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation. As a consequence, each student will:

1. Better understand the reasons for Japan's aggressive actions from 1935-1945.
2. Better understand why the United States dropped atomic bombs in 1945 rather than continue to wage conventional warfare.
3. Gain insight into the personalities and attitudes of political leaders of the times as well as those of the scientists and the "little people."
4. Better understand why the last atomic weapon was used in warfare in 1945.
5. Better understand the dangers of even "minor" wars to world security.

STRATEGY

Say to the students that they are to research the historical period of 1935-1945 with respect to the political, economic, and war relationships between Japan and the United States.

Prepare a desk sign for each presenter at the news conference to be placed in front of where he is sitting as an aid to reporters asking questions.

Further state for this period they are to particularly study the year 1945 with respect to the development, dropping, and the aftermath of the atomic bomb.

Tell the students that their research will culminate in a simulation, that it will result in expressions of varying views as to the moral use of the bomb.

After the students have had sufficient time to study their general assignment, assign the following specific roles to those students who are most likely to best fit the role:

Harry S. Truman

Henry Stimson

William D. Leahy

Winston Churchill

Joseph Dzhugashvili

J. Robert Oppenheimer

Paul W. Tibbets, Jr.

Chikara Fukuda

Senjuro Hayashi

Tadasu Otani

American Reporter (about one quarter of remainder of class)

British Reporter (about one quarter of remainder of class)

Japanese Reporter (about one quarter of remainder of class)

Russian Reporter (about one quarter of remainder of class)

Announce to the class when the simulation will be conducted.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, simply erasing the names on the cards returned, they can be used over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves in a tension filled news conference called by the United Nations in Geneva, Switzerland in March 1946. State the world has been clamoring for an explanation of why the United States used atomic bombs on Japan. Therefore, the United Nations has called for this extraordinary news conference in Geneva for an explanation and even more so for assurances by the large powers that they will not only not use atomic weapons in the future but will act responsibly to ensure lasting peace so that there never again will be a world war.

1. Write on the chalkboard, "The United Nations, Geneva, Switzerland, March, 1946."
2. Pass out Role Card 1 to Harry S. Truman and his desk sign.
3. Pass out Role Card 2 to Henry Stimson and his desk sign.

4. Pass out Role Card 3 to William D. Leahy and his desk sign.
5. Pass out Role Card 4 to Winston Churchill and his desk sign.
6. Pass out Role Card 5 to Joseph Dzhugashvili and his desk sign.
7. Pass out Role Card 6 to J. Robert Oppenheimer and his desk sign.
8. Pass out Role Card 7 to Paul W. Tibbets, Jr. and his desk sign.
9. Pass out Role Card 8 to Chikara Fukuda and his desk sign.
10. Pass out Role Card 9 to Senjuro Hayashi and his desk sign.
11. Pass out Role Card 10 to Tadasu Otani and his desk sign.
12. Pass out Role Card 11 to American reporters (about one quarter of the remainder of class).
13. Pass out Role Card 12 to British reporters (about one quarter of the remainder of class).
14. Pass out Role Card 13 to Japanese reporters (about one quarter of the remainder of class).
15. Pass out Role Card 14 to Russian reporters (about one quarter of the remainder of class).
16. State: "Each person with a desk sign is to take a place at the front. Those with desk signs will each be given not more than 10 minutes to present his role and/or views towards the dropping of atomic bombs on Japan in August of 1945. We will begin in numerical order with Role 1, Harry S. Truman, speaking first. After each presenter has briefly spoken, reporters may direct their questions to whomever on the panel they wish."
As simulation director, keep the presentations and reporters' questions running smoothly. Feel free to judiciously ask

questions yourself, especially as a noninvolved country (eg, Switzerland or Sweden) if points that should be raised are not raised.

17. When sufficient illumination on the subject has occurred, declare that the news conference is now concluded.

18. Request that all simulation role cards are returned to you in an orderly manner: first call for Role Card 1, then Role CArd 2, next Role Card 3....

Review, Summarization, and Reinforcement

1. When the simulation is completed, ask the students what they liked about it.

2. Ask participants how the simulation could have been improved.

3. Ask the students what they learned from the simulation.

4. Ask what were some of the primary causes of World War II.

> A paranoiac desire by the axis powers to conquer the world. Nationalistic ethnocentrism. Early military unpreparedness and lack of formal treaties by the allied powers which invited aggression by the well prepared Germans, Italians, and Japanese. Competition for scarce and/or geographically difficult to obtain natural resources, eg, oil, iron ore, rubber.

5. Ask why President Truman decided to drop atomic bombs on Japan.

> President Truman believed his decision to drop atomic bombs on Japan would shorten the war, and thus save lives. It was his judgement that the continuation of conventional warfare would have necessitated the invasion of a well armed Japan. Such an invasion, he believed, would have eventuated into a far greater number of deaths than the deaths that would occur by atom bombing.

STUDENT MATERIAL

Role 1

Role: Harry S. Truman, Thirty-third President of the United States

Time: March, 1946

Place: The United Nations, Geneva, Switzerland

You have agreed to attend an international news conference concerned with your decision to drop atomic bombs on Japan and your views as to how world peace can be maintained. You will have about 10 minutes to present your views. As the most important dignitary present, you are the first to begin. When every panelist has been given an opportunity to make his presentation, reporters from the audience will ask you and others questions for their readers.

When you make your presentation discuss your feelings about having to suddenly assume the presidency in war time. Discuss the difficulty you had in reaching your decision to use the atom bomb on Japan. Discuss why you chose the two cities in Japan you did rather than the three others-particularly Kyoto. Discuss why you ordered the dropping of the second bomb on Nagasaki rather than holding off and dropping just the one bomb on Hiroshima. Discuss the Pottsdam Conference in relation to the Russians. Discuss your views as to the honor of the Japanese military and why you feel this way.

Role 2

Role: Henry Stimson, US Secretary of War

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

When President Truman finishes presenting his views on why he ordered the dropping of atomic bombs on Japan and on how world peace can be maintained, you present your views for about 10 minutes on this subject.

When you make your presentation discuss your age, temperament, and war responsibilities. Discuss your views on sharing atomic secrets with other nations. Discuss your views on the Japanese people. Discuss the use of the atomic bomb and how you went about gathering data to arrive at your own personal decision as to the advisability of its use. Finally, tell the reporters in the audience, who later will question you, exactly what your concept of war is.

Role 3

Role: William D. Leahy, Admiral in the United States Navy

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Secretary of War Stimson has completed his presentation tell reporters in the audience, in not more than 10 minutes, what your duties were in connection with the atomic bomb development. Tell of your reaction to the potential power of the bomb before one was ever exploded. Discuss the "battle of music" at the Pottsdam Conference. Give your views as to the future use of the atomic bomb as a military weapon.

Role 4

Role: Winston Churchill, Prime Minister of Great Britain

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Admiral Leahy has made his presentation, discuss Britains part in atomic research and that of Canada. Discuss your complaints with respect to this research and why the laboratories were in the United States. Discuss your attitude toward the "battle of music" at Pottsdam. Discuss your attitude toward Japanese troops and the use of the atomic bomb. Discuss your reaction to telling Stalin about the atomic bomb. Make your presentation to reporters in about 10 minutes time. Afterwards reporters will ask you questions regarding your views toward how to maintain world peace, Britain's role in the war, etc.

Role 5

Role: Joseph Dzhugashvili (Joseph Stalin), Premier of the Union of Soviet Socialist Republics (USSR)

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

Discuss, in about 10 minutes, after Winston Churchill has made his presentation before an international corps of news reporters, your role at the Pottsdam Conference. Discuss the "battle of music," your

reaction to the news of a new weapon, your unusual act that surprised Prime Minister Churchill. Also discuss the demands made on behalf of your country, and why, and your role in the war against Japan.

Role 6

Role: J. Robert Oppenheimer, scientist

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Premier Stalin has made his presentation to the international corps of newsmen, using not more than 10 minutes, discuss your role in the development of the atomic bomb. Discuss your feelings toward using atomic energy for war in the future. Discuss what personally has happened to you and what you now are doing.

Role 7

Role: Paul W. Tibbets, Jr., Colonel in the United States Army Air Corps

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

Discuss the type of man you are, how you see yourself as a military man, what you expect of your crew. Discuss how you trained for the bombing mission over Japan in the United States, on Tinian, why those spots were picked for training. Describe to the assembled reporters Captain Parson's role in the bombing mission, the usual name of your plane, when it made the bomb drop and why. Discuss the ship's log, why it was made, and the entry made after the drop. Discuss your present mentalhealth and why it is as it is. You make your presentation, using not more than 10 minutes, just after J. Robert Oppenheimer makes his.

Role 8

Role: Chikara Fukuda, A Hiroshima Physician

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Colonel Tibbets has made his presentation, not using more than

10 minutes to address the international corps of newsmen, discuss the reaction of the remaining inhabitants of Hiroshima to the "pikadon." Discuss the "horrors" these people have become. Describe the difference in effects between those closest to the blast who survived and those farther away. Discuss how radiation sickness is affecting people in the hospitals. Discuss the feelings and attitudes of these victims of the bombing toward Japan's military leaders. Tell the reporters what "pikadon" means, a word especially coined to fit that one horrifying occasion.

Role 9

Role: Senjuro Hayashi, a Captain in the Japanese Army stationed at Nagasaki

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Dr. Fukuda has made his presentation, not using more than 10 minutes, discuss your generation's attitude toward the military. How you felt about the war just before the atomic bomb was dropped and how you and your colleagues felt after the second bomb had been dropped on Nagasaki. Discuss Nagasaki's military importance since it had been said by some that there had been only civilians there. Bring out the significance of the building materials used in Japanese construction with respect to the atomic bomb. Discuss why so many more died in Hiroshima than in Nagasaki.

Role 10

Role: Tadasu Otani, A Kamikaze about 16 years old

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

After Captain Hayashi has made his presentation, not using more than 10 minutes, discuss your age group's attitude toward the war, both before and after the dropping of the atomic bomb. Discuss your reaction to actually being at Hiroshima at the time of the explosion, and how it changed your attitude toward the United States. Discuss the final admonition given the discharged boys at Hiro Air Force Base. Give your opinion whether attitudes like this one could have saved Japan and the Allies much grief had the military, the Daihonei, and others in power had the same outlook. Discuss if you think such attitudes good ones or not...and why.

Role 11

Role: An American Reporter

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

When all panelists have made their presentation ask sharp questions of any you wish, but from a bias which puts the United States in the best possible light.

Role 12

Role: A British Reporter

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

When all panelists have made their presentation ask sharp questions of any you wish, but from a bias which puts Great Britain in the best possible light.

Role 13

Role: A Japanese Reporter

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

When all panelists have made their presentation ask sharp questions of any you wish, but from a bias which puts Japan in the best possible light.

Role 14

Role: A Russian Reporter

Time: March, 1946

Place: International News Conference, The United Nations, Geneva, Switzerland

When all panelists have made their presentation ask sharp questions of any you wish, but from a bias which puts the Soviet Union in the best possible light.

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United States versus Alger Hiss

INTRODUCTION

Between 1941 and 1945, when Communists throughout the world were supporting the anti-Hitler alliance, some Communists had found employment in Washington, DC, usually in low-echelon jobs. A few of these had been exploited by the Soviet Union for espionage. In some intellectual circles and in some sections of organized labor, the Communist party had regained a portion of the strength it had in the thirties. These facts, exposed and greatly exaggerated at the moment Americans were dying in a frustrating war with Communists in Korea, produced an explosive reaction.

Reponding to early disclosures of Communists activity, President Harry S. Truman established a government loyalty program in March, 1947. Employees were investigated by the FBI, and those found disloyal (later, also those considered "security risks") were discharged. Despite efforts for fairness, the novel and secret character of the program led to some abuses and much uneasiness.

The most spectacular, though not the only or the clearest, case of communism in government arose in the House of Representatives' Committee on Un-American Activites in 1948 when Whittaker Chambers, and ex-Communist, accused Alger Hiss of having been a Communist and, a little later, of having engaged in espionage.

After the congressional investigation in which a young congressman form California, Richard Nixon, played an important role, the government brought the brilliant and widely admired

young Alger Hiss to trial. The first trial ended in a hung jury, but a second on brought a verdict of guilty in the winter of 1949. The outcome was damaging to the Truman Administration. Hiss had been present at Yalta, in a subordinate role, and it was therefore possible to connect him with what the critics called the "loss of China." Moreover, the Secretary of State, Dean Acheson stated, while the trial was going on, that he would not turn his back on Alger Hiss, Bringing down a storm of denunciation on his head. And President Truman, by declaring that all the hue and cry about Communism was merely a red herring did not much improve the situation.

OBJECTIVES

As participants in The United States versus Alger Hiss simulation, each student will:

1. Research the historical period of 1946-1952 in the United with respect to the internal attitude towards communism and why this attitude prevailed.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation.

As a consequence, each student will:

1. Learn what some of the factors were which gave rise to various "internal security" legislative acts.
2. Learn some of the basic procedures of a federal trial.
3. Learn the meaning of the "Cold War."
4. Learn the meaning of "McCarthyism."
5. Be able to accurately define "communism."

6. Be able to accurately define "facism."
7. Appreciate the need to continuously, vigilantly, and vigorously safeguard the protections afforded by the Bill of Rights of the United States Constitution.

STRATEGY

Preparation

Say to the students that they are to research the period 1946-1952 with respect to the internal attitude towards communism in the United States and why this attitude prevailed.

Further state for this period that they are to particularly study the personalities and deeds of Whittaker Chambers, Alger Hiss, Joseph McCarthy, and Richard Nixon.

Tell students that their study will culminate in a simulation.

After students have had several days opportunity to study their general assignment, assign the following specific roles to those students who are most likely to best fit the role:

Samuel H. Kaufman, U.S. District Court Judge

Court Clerk

Thomas F. Murphy, Assistant United States Attorney

Lloyd P. Stryker, Attorney for Alger Hiss

Whittaker Chambers

Alger Hiss

Priscilla Hiss

Henry J. Wadleigh

Members of the Jury (remainder of the class - or 12 students if it is desired to have respective attorneys cross examine prospective jurors so as to add further realism to the trial)

Announce to the class when the simulation is to be conducted.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role by written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and returned, they can be used over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves back in the United States during May and June of 1949 in the United States District Court in the Southern District of New York.

1. Write on the chalkboard, "Federal District Court, Southern District of New York, May - June, 1949".
2. State: "We are now in the Federal District Court of the Southern District of the state of New York. It is May 31, 1949. It is the first day of The United States versus Alger Hiss trial. Take your place and assume your role when you receive your role card.

3. Pass out Role Card 1 to Samuel H. Kaufmann. Tell Judge Kaufmann to begin performing his role just as soon as you sit down.
4. Pass out Role Card 2 to the Court Clerk. Tell the Clerk to begin performing his role just as soon as you sit down.
5. Pass out Role Card 3 to Thomas F. Murphy.
6. Pass out Role Card 4 to Lloyd P. Stryker.
7. Pass out Role Card 5 to Whitaker Chambers.
8. Pass out Role Card 6 to Ester Chambers.
9. Pass out Role Card 7 to Alger Hiss.
10. Pass out Role Card 8 to Priscilla Hiss.
11. Pass out Role Card 9 to Henry J. Wadleigh.
12. Pass out Role Card 10 to the remainder of the class - or 12 students if it is desired to have respective attorneys cross examine prospective jurors so as to add further realism to the trial.
13. Sit down. Judge Kaufman and the Court Clerk assume their roles. The trial begins.

<u>Review, Summarization, and Reinforcement</u>

1. Ask the students what they liked about the simulation.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask what some of the factors were which gave rise to various "internal security" legislative acts.

> The "Cold War (a psychological contest of diplomacies and military rivalries) was chiefly responsible for what became a near mass hysteria

over the supposed internal threat of communism (the "fifth column" - a group of people who, although residing in a country, act traitorously and subversively out of secret sympathy with an enemy. There was some justifiable fear over the actions of the Soviet Union in Europe - support of communist revolutionaries in Greece, the Berlin blockade, and especially Soviet mastery in developing its own atomic bomb. Moveover, in Korea communists form the north were invading the south thanks to the military aid supplied by the Soviet Union and China. Had it not been for not only counter American military aid, but the commitment of American troops as well, Korea today would be totally under communist domination. Flaming the grossly exaggerate internal fires of a "communist under every bed," was the demagogue, Senator Joseph R. McCarthy of Wisconsin.

5. Ask students the meaning of "McCarthyism."

Named for the "red witch hunting" Senator from Wisconsin, Joseph R, McCarthy, it means a public accusation of disloyalty to one's own country especially through pro-communist activity, in many instances unsupported by proof or based on slight, doubtful, or irrelevant evidence; unfairness in investigative technique; persistence in the search for and exposure of disloyalty, especially in government office.

6. Ask students to define "communism."

A theory or system of social organization bases on the holding of all property in common, actual ownership being ascribed to the community as a whole or to the state; a system of social organization in which all economic and social activity is controlled by a totalitarian state dominated by a single and self-perpetuating political party; the principles and practices of the Communist Party; communalism common + ism; term coined in 1840 by Goodwyn Barmby.

7. Ask students to define "fascism."

A governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, commerce, etc. and emphasizing an aggressive nationalism and often racism; the philosophy, principles, or methods of fascist movement, especially the one established by Benito Mussolini in Italy from 1922-43 and by Adolph Hitler in Germany from 1933-45 ("nazism").

8. Ask students what citizenship rights were being threatened during the high point of the cold war with the Soviet Union.

   Especially the rights under the First Amendment (freedom of speech and assembly) and the Fifth Amendment (no person shall be held to answer for a... infamous crime...except...in time of...public danger).

STUDENT MATERIAL

Role 1

Role: Samuel H. Kaufman, Judge of the Alger Hiss Trial

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are a recent appointee to the Federal bench, and this is your first really major assignment. After jury is seated you instruct them not to talk about the case or let other people discuss it with them. Tell jurors to do justice between the parties based solely on the evidence and the instructions that will be given by the Court. Answer questions of the jury or attorneys throughout the three week trial.

Order of Events

1. Clerk calls Court to order.
2. Judge calls for selection of 12 member jury (if simulation director decides not to use entire class without other roles) by the respective attorneys.
3. Attorneys question and select 12 jurors (if simulation director decides not to use entire class without other roles).
4. Judge gives jury instructions.
5. Defense attorney Lloyd Stryker moves to dismiss indictment Your her his plea.
6. You deny Stryker's motion for dismissal. You state you will "wait and pender" rather than dismiss.
7. Thomas Murphy, the government prosecutor makes his opening statement.
8. Lloyd Stryker makes his opening statement to the jury.
9. Thomas Murphy calls the first government witness to the stand, Whittaker Chambers, and questions her.

10. Lloyd Stryker cross examines Whittaker Chambers.

11. Thomas Murphy calls the second government witness to the stand, Whittaker Chambers, and questions her.
12. Lloyd Stryker cross examines Esther Chambers.

13. Thomas Murphy calls the third government witness to the stand, Henry J. Wadleigh, and questions him.

14. Lloyd Stryker cross examines Henry J. Wadleigh.

15. Lloyd Stryker calls the first defense witness to the stand, Alger Hiss, and questions him.

16. Thomas Murphy cross examines Alger Hiss.

17. Lloyd Stryker call the second defense witness to the stand, Priscilla Hiss, and questions her.

18. Thomas Murphy cross examines Priscilla Hiss.

19. Closing statement is made by Lloyd Stricker.

20. Closing statement is made by Thomas Murphy.

21. You ask, "Does the defense rest?"

22. You ask, "Does the government rest?"

23. You then turn the case to the jury, reminding them that it has been a long trial, and although comparatively simple, it has been unusual. There has been so much coverage on the radio, television, and in the newspapers that it is imperative for the jury to disregard everything except the evidence received in the case and the exhibits of the witnesses. You then remind them of the important questions to be aware of in reaching their decision.

24. Jury deliberates. When finished you ask the foreman to give the jury's decision to the court. The court is adjourned after you than the jurors for their hard and difficult task in reaching a verdict.

Role 2

Role: Court Clerk

Time: May - June 1949

Place: Federal District Court, Southern District of New York

Order of Events

1. You call the Court to order as soon as the simulation director sits down. You see to it that the trial runs smoothly, that events occur when they are supposed to occur. You aid Judge Kaufman and the jurors in every way possible to ease their tasks and to make for a smooth trial. Open with "Hear ye, hear ye, all person rise, "etc.

2. Swear in jurors after selected.

3. Swear in witnesses as they are called to the stand by the respective attorneys.

Role 3

Role: Thomas F. Murphy, Government Prosecutor

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are a huge man, but unpretentious in both appearance and presentation of your case. Your job is to prove that the defendant, Alger Hiss, lied twice: once when he said he never gave any documents to Whittaker Chambers, and again when he said he never "saw or conversed" with Chambers after January 1, 1937.

Order of Events

1. Clerk calls Court to order.

2. Judge Kaufman calls for selection of a 12 member jury (if simulation director decides not to use entire class without other roles) by the respective attorneys.

3. Attorneys question (defense first) and select 12 jurors (if simulation director decides not to use entire class without other roles).

4. Judge gives jury instructions.

5. Defense attorney Lloyd Stryker moves to dismiss indictment.

6. Motion is denied by Judge Kaufman.

7. You make your opening statement. You define for the jury the respective roles and differences between the judge, counsel, and jury. You state that the government believes Defendant Hiss has lied twice and you explain why. You state that Whittaker Chambers will testify for the government and that the government has proof in the form of documents that were handed to Chambers has to say, to watch and judge his face and conduct, for if "you don't believe Mr. Chambers then the government has no case under the Federal Perjury rule."

8. Lloyd Stryker makes his opening statement to the jury.

9. You call the first government witness to the stand, Whittaker Chambers. You ask him:

   1) Tell us about your early life, education, and religion.

   2) Did you have any difficulties in college? Explain.

   3) When did you begin to work for the Daily Worker?

   4) How was your life affected by the suicide of your brother?

   5) When did you become a Communist?

   6) When did you meet Hiss? Where? When did Hiss agree to secure secret and restricted documents from the State Department? How was this accomplished?

   7) Tell about the rug you presented to Hiss.

   8) When did you see Hiss for the last time?

   9) When did you break with the Communist Party?

   10) What did you do then?

   11) When did you meet Hiss? Where? When did Hiss agree to secure secret and restricted documents from the State Department? How was this accomplished?

10. Lloyd Stryker cross examines Whittaker Chambers.

11. You call the second government witness to the stand, Ester Chambers. Your ask her:

   1) Tell the jury a little of your early life and education.

   2) Where have you been employed?

   3) Tell us about your marriage to Whittaker Chambers, and when it took place.

   4) Tell us about your life today.

   5) Did you know your husband was a Communist? Were you a Communist?

   6) Did you know Mr. and Mrs. Hiss? Would you please identify them for us. Tell us about your relationship. Could you possibly describe the furnishings in each of the various Hiss homes? What did they call each other?

   7) Have you ever gone under the name of Crosley?

12. Lloyd Stryker cross examines Esther Chambers.

13. You call the third government witness to the stand, Henry J. Wadleigh. You ask him:

    1) Where were you born? Please tell us a little of your background and education.

    2) Have you worked for the United States government? In what department?

    3) Are you or have you ever been a member of the Communist Party? Have you ever collaborated with the Communists? Explain.

14. Lloyd Stryker cross examines Henry J. Wadleigh.

15. Lloyd Stryker calls the first defense witness to the stand, Alger Hiss, and questions him.

16. You cross examine Hiss. You ask him:

    1) When did you first hear the name of Whittaker Chambers? In what connection?

    2) Did anybody ever tell you there were rumors you were a Communist?

    3) You have admitted you saw and talked to Chambers on about fifteen separate occasions. What did you talk about?

    4) Why did you give Chambers your 1929 Ford? Isn't this strange when he had defaulted on the rent he owed you?

    5) Tell us about the Woodstock typewriter the paper here on exhibit was typed on. Where is this typewriter now?

    6) Is it not true that long before Chambers accused you of being a Communist there were such strong rumors to that effect that you felt it necessary to discuss these rumors with Secretary of State Byrnes and with John Foster Dulles?

17. Lloyd Stryker calls the second defense witness to the stand, Priscilla Hiss, and questions her.

18. You cross examine Mrs. Hiss. You ask her:

    1) Tell us about your life before your marriage to Alger Hiss.

    2) Is it now true that you were once a member of the Socialist Party?

3) Do you type?

4) What has happened to the Woodstock typewriter you once owned?

19. Closing statement to the jury is made by Lloyd Stricker.

20. You make your closing statement to the jury.

21. Judge Kaufman asks if the defense rests.

22. Judge Kaufman asks if the government rests, to which you reply, "Yes, your honor."

23. Judge Kaufman turns the case over to the jury for its decision.

24. Jurors deliberate. Reach their decision. Announce it. The Court is adjourned.

Role 4

Role: Lloyd Stryker, attorney for the defendant, Alger Hiss

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are a small burly man who tends to dominate the courtroom with your dramatic presentations. You are convinced that Alger Hiss is innocent of the charges made by the government that he committed perjury before a federal grand jury. You believe your client's reputation and career have been seriously and unjustly damaged by the accusations of Whittaker Chambers and the House Committee on UnAmerican Activities. As the best known criminal lawyer in the state of New York, you put your well known skills of thorough and ruthless cross examination to work at this trial.

Order of Events

1. Clerk calls Court to order.

2. Judge Kaufman calls for selection of a 12 member jury (if simulation director decides not to use entire class without other roles) by the respective attorneys.

3. Attorneys question (defense first) and select 12 jurors (if simulation director decides not to use entire class without other roles).

4. Judge gives jury instructions.

5. You ask Judge Kaufman to dismiss the government's indictment against your client, Alger Hiss, on these grounds:

1) The testimony on which Mr. HIss had been indicted had come on the last day of the grand jury, and in no way had he obstructed justice.

2) The testimony given was immaterial because the grand jury was looking into espionage, any evidence of which had long since been barred by the 3 year limit of the statue of limitations.

6. Motion is denied by Judge Kaufman.

7. Thomas F. Murphy, Government Prosecutor makes his opening statement to the jury.

8. You make your opening statement. You begin by stating to the jury that you feel that the days of the klieg lights, TV, propaganda of the House Committees hearings, and those of the Grand Jury are over...that this is a fair court of justice. You tell the jury that the case is simply did Alger Hiss truthfully testify that he did not give or hand over restricted government documents to Whittaker Chambers. The issue, by the government's own admission, is whether or not you, the jury, believe Whittaker Chambers. What kind of man is and was Chambers? I will help you with all the evidence in my possession so that you can judge between the accused and the accuser. Remember that an indictment proves nothing..every man and woman in this country is presumed to be innocent unless and until the contrary is shown beyond a reasonable doubt. You now describe Hiss's long and illustrious career, his sterling Character. You review for the jury all those who had previously testified on his behalf, who had affirmed his reputation for integrity, loyalty, and veracity - John W. Davis, former presidential candidate; Dr. Stanley Hornbeck, Hiss's chief at the Department of State through the World War II; Charles Fahy, former Solicitor General of the United States; Admiral Arthur Hepburn; Judge Wyzanski; two Associate Justices of the United States Supreme Court, Frankfurtor and Reed; a deposition sent by Adlai Stevenson. Now describe Alger Hiss's accuser, Whittaker Chambers, the facts being most uncomplimentary. Describe how Hiss had to sue Chambers for libel. Close by roaring out, "In the warm southern countries, you know, where they have leprosy, sometimes you will hear on the streets among the lepers a man crying down the street...'unclean, unclean,' at the approach of a leper. I say the same to you at the approach of this moral leper. Thank you.

9. Thomas Murphy calls the first prosecution witness to the stand, Whittaker Chambers, and questions him.

10. You cross examine Chambers. You ask him:

1) Is it true that while your were a Communist you perjured yourself?

2) At this time is it not true that you had stolen, cheated, and in every way breached the moral code?

3) Do you know what an oath is? Can you define it?

4) Weren't you an underhanded enemy of you country, bent on it's destruction? Haven't you been an athiest and while at Columbia written a Play for Puppets which blasphemed Christ and held up Christianity as a sadistic religion?

5) Have you not stolen books from the public library? Did you not live in New Orleans with a prostitute named one-eyed Annie?

6) Isn't it true that you have written and translated several pieces of pornographic "literature?"

7) Haven't you gone under many aliases? And specifically Crosley?

8) Isn't it true that you lied to Berle in 1939, and didn't tell him how you conspired with Hiss to get secret papers from the State Department. And further that you lied when you swore before HUAC (House of UnAmerican Activities Committee) that you had told Berle all you knew? And didn't you perjure yourself when you testified before the Grand Jury in October, 1948 that you had knowledge of espionage?

9) Isn't it a falsehood again when you say you felt you were in danger of your life when you left the Communist Party when we find you made many trips, unarmed and alone, between Baltimore and Washington?

11. Thomas Murphy calls the second prosecution witness to the stand, Esther Chambers, and questions her.

12. You cross examine Mrs. Chambers. You ask her:

1) Tell us about your early life. What are you doing now?

2) Did you know your husband was a Communist? Were you one? Didn't you know that your husband was dedicated to the overthrow of the United States by violent means?

3) Haven't you masqueraded under false names and deceived and abused the confidence of decent people?

4) Haven't you been associated with the Garment Worker's Union?

5) Haven't you participated in street riots and been a disturber of the peace?

13. Thomas Murphy calls the third prosecution witness to the stand, Henry J. Wadleigh, and questions him.

14. You cross examine Wadleigh. You ask him:

1) During the period you worked for the State Department did you not frequently go in and out of other people's offices? And if you went to someone else's office for a personal visit, and found a "rich find" there, would it be a fair statement that you availed yourself of it?

2) You have said that you were not a member of the Communist Party, but you were in sympathy with the tenets of the Party? You subscribed to the idea that wherever and whenever it was necessary to lie, that was a policy that met with your concurrence?

15. You call the first defense witness to the stand, Alger Hiss. You ask him:

1) Are you now or have you ever been a member of the Communist Party? Are you a fellow traveler or Communist sympathizer?

2) Did you furnish, transmit, or deliver any of the exhibits seen in this court to Whittaker Chambers?

3) Tell us about your early life, your education.

4) Tell us about the positions you have held.

5) Tell us about the Conferences at Dumbarton Oakes, Yalta, and San Francisco, and your part in setting up arrangements for the personal security of the delegates.

6) When did you first meet this person who now calls himself Chambers?

7) Explain the $400 withdrawal from your bank account on November 19, 1937.

8) What was your reaction when you heard that you were being accused of collaborating with the Communists? Is it true you waived your immunity? Have you challenged Chambers publicly?

9) Tell us about your treatment at the hands of the HOuse UnAmerican Activities Committee.

10) Mr. Hiss, you have entered your formal and solemn plea of 'not guilty' to the charges placed here against you

have you not? And in truth you are not guilty? Your witness?

16. Thomas Murphy cross examines Alger Hiss.

17. You call the second defense witness to the stand, Priscilla Hiss. You ask her:

    1) Did you know the Chambers under any other name but Crosley? Were you on a first name basis with them?

    2) Have you ever traveled with them?

    3) What did you spend the $400 you withdrew from the bank in August, 1937 for?

    4) Did you ever make any typewritten copies of State Department papers or hand them, original or copies, over to Whittaker Chambers?

18. Thomas Murphy cross examines Priscilla Hiss.

19. You make your closing statement to the jury.

20. Thomas Murphy makes his closing statement to the jury.

21. Judge Kaufman asks if the defense rests, to which you reply, "Yes, your honor."

22. Judge Kaufman asks if the government rests.

23. Judge Kaufman turns the case over to the jury for its decision.

24. Jurors deliberate. Reach their decision. Announce it. The Court is adjourned.

Role 5

Role: Whittaker Chambers

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are Alger Hiss's accuser and the government's chief witness that Hiss was a Communist and that he passes secret documents of the government to the Soviet Union. You are the first important witness to be called and will be questioned extensively about your life. You stay remarkably calm, sad, and subdued through all of the questioning, just as you had done throughout all the House Committee and Grand Jury hearings. You answer any question asked as fully as possible, but never offer any additional information unless asked for it. You admit to lying when you

took oaths and promised allegiance during the period you were a Communist, and also admit to almost all the things the defense attorney accuses you of.

You were born in Philadelphia in 1901, moved to New York while still a child. Your schooling was interrupted by periods of employment. You had very little parental supervision and practically no religious education. You ran away from home at 17, and lived under many varying conditions, sometimes not too creditable. You came back to New York and enrolled at Columbia University, but got into difficulty in your junior year by writing an anti-Christian playlet.

You worked for the Daily Worker starting in 1924. Your only brother committed suicide in 1926 which completely demoralized you for several months. You became active in the Communist underground in 1934. It was that same year that you met Alger Hiss and his wife, Priscilla, in a Washington, DC restaurant as a result of an introduction by Harold Ware and J. Peters, both Communists. Hiss was then in the legal department of the AAA. You saw him every two or three weeks at his home. You moved to Washington and occupied the Hiss apartment without paying any rent. Hiss received, through you, a 9' by 12' Bokhara rug as a present from the Soviet people in gratitude for the work he was doing as an American Communist. In the fall of 1937 Hiss gave you $400 in cash with which to purchase a new car.

You saw Hiss for the last time during Christmas, 1938 at his home. You told him that you had broken with the Communist Party and begged that he and his wife do the same. You say you lived in fear of assassination or kidnapping at the hands of Soviet agents.

In 1939 you got a position with Time as a book reviewer, and in a short time advanced to a senior editor earning $30,000 a year. It was also in 1939 that you got in touch with Adolph Berle, in charge of State Department security, and told him of the Soviet underground cells in Washington, DC. You gave Berle six names as members of the Soviet underground, among these names were Alger Hiss and his brother Donald Hiss.

Role 6

Role: Esther Chamber

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are the wife of the star witness for the government, Whittaker Chambers. You are a small woman, rather plain, and very nervous. But you have complete trust in your husband and are a loyal, loving wife. When under questioning, you support everything your husband said while he was being questioned.

Role 7

Role: Alger Hiss

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

When you take the stand you emphatically state that you are not now and never have neen a member of the Communist Party nor a fellow traveler or sympathizer. You have never furnished transmitted, or delivered any restricted, secret, or confidential documents of the State Department of any kind, character, or description whatever to Whittaker Chambers or any other unauthorized person.

You tell about your education: attended John Hopkins where you made Phi Beta Kappa, Harvard Law School where you graduated cumlaude, that you were chosen secretary by Mr. Justice, Oliver Wendell Holmes. Tell of your experiences as a lawyer, of being promoted into the offices of highest confidence of the government, including accompanying President Roosevelt to Yalta, and organizing the original meeting of the United Nations in San Francisco. Tell how you served as Secretary-General of that memorable first conference of the fledgling organization. Tell forcefully how you waived you Constitutional privilege to refuse to testify before the House Committee, how you offered both your testimony and every assistance possible in clearing your name of the terrible accusation of being disloyal to your country.

Role 8

Role: Priscilla Hiss

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are the wife of the defendant, Alger Hiss. When under questioning, you support everything your husband said while he was being questioned. You deny anything which would be harmful to him.

Role 9

Role: Henry Julien Wadleigh

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You are a witness for the government. You caused a sensation at the House UnAmerican Activities Committee (HUAC) hearing by refusing to tell the committee whether or not you were or are

a Communist on the grounds that to do so might incriminate you.

You ar a native born American son of an Episcopalian minister, a graduate of Oxford and London universities. You have worked for the government in its Farm Bureau, the Agriculture Department, and in March, 1936 began to work in the Department of State.

You declare that although you collaborated with the Communists for awhile you never were a Party member. You admit under questioning that you did turn over certain "rich finds" from important diplomatic papers to Carpenter and Zimmerman, two Soviet agents. You also admit that Whittaker Chambers gave you an Oriental rug as a token of Soviet appreciate for your aid. You simply believe that you traded your oath of office to fight fascism. What seems sinister and traitorous now seemed the right and courageous thing to do in 1938.

Role 10

Role: Member of the Jury at the trial of Alger Hiss

Time: May - June, 1949

Place: Federal District Court, Southern District of New York

You have been called to serve as a member of the jury in the case of The United States of America v. Alger Hiss charging him with passing on secret and confidential documents to a foreign power. You have read and heard about the case, but still you could be impartial in rendering a decision.

Mississippi—Summer 1964

INTRODUCTION

In the summer of 1964 the most massive attempt in United States history to register voters in the South occurred. Young and old, male and female, black and white, but particularly young white men and women, came from all parts of the United States to the nation's bastion of segregation, Mississippi, to aid Mississippi Negroes ("Blacks" did not become the more common racial identifying form until about 1970) in registering to vote. That the "invasion" of Yankees to Mississippi in the summer of 1964 was considered an unwelcome intrusion by most white Mississippians (and many Negroes who feared for their jobs and/or physical well-being) is an understatement to say the least. The resentment ran deep. Violence was the expected outcome and the expected outcome occurred. But what happened in Mississippi in the summer of 1964 was not in vain. The attempt at massive voter registration of the de facto disenfranchised Negro exposed a sensitive nerve in the national conscience. As with any pain, relief is sought. Voting rights throughout the entire nation is now a reality, albeit sometimes begrudgingly and although honest elections do not always occur in some places. Voting rights obtained by Blacks has resulted in political power. This increased political power by Blacks has resulted in greater civil rights for all.

OBJECTIVES

As participants in The Mississippi Voter Registration Drive, Summer, 1964 simulation, each student will:

1. Research the historical period of 1960-1965 with respect to the civil rights movement in the United States.

2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation. As a consequence, each student will:

1. Better understand the political, social, and moral condition of the nation when the civil rights movement was just gathering steam.
2. Learn what happened in Mississippi in the summer of 1964 and the significance of the voter registration drive.
3. Better understand the attitudes and beliefs of civil rights leaders and their followers, of Mississippi whites and Negroes.
4. Gain insight on how to better cope with opposing views or even irrational behavior.
5. Gain some insight into how attitudes are formed and how they might be changed.
6. Become more sensitive and aware of the injustices and shortcomings in our society and ways and means in which redresses can occur.

STRATEGY

Say to the students that they are to research the historical period of 1960-1965 with respect to the civil rights movement in the United States.

Further state for this period they are to particularly study the year 1964 with respect to the voter registration drive that occured in Mississippi the summer of that year.

Tell the students that their research will culminate in a simulation, that they will "relive" some of the events that occurred in Mississippi during the summer of 1964.

After the students have had sufficient time to study their general assignment, assign the following specific roles to those students who are

most likely to best fit the role:

Robert Moses

Ed King

Northern White Male Student (2 persons)

Mississippi White Male Adult (3 persons)

Nothern White Female Student (2 persons)

Mississippi White Male Redneck (2 persons)

Dr. Aaron Henry

Northern White Female Voting Canvasser

Negro Resident

Northern Rabbi from Ohio

Mississippi White Male Redneck in a Pickup Truck (2 persons)

Karl Fleming

David Dennis

Martha Lamb

Mississippi Negro Accompanied by a COFO Worker

White Female COFO Worker

White COFO Student (anyone who has not been assigned to some other role)

Stokely Carmichael

White Citizen's

Announce to the class when the simulation will be conducted. Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and role cards returned, they can be used

over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves in a tension filled state, Mississippi in the summer of 1964. State this tension has been induced by a massive influx of northerners to register Negroes as voters in Mississippi. Point out to the class that Mississippi whites have perhaps been more reluctant to allow Negroes to vote there than in any other state. White Mississippians are fearful that Negroes could become as especially powerful political force in that state if allowed to vote in large numbers. Therefore, the Mississippian white wants the status quo to remain - practically no voting by Negroes. On the other hand, civil rights leaders and idealistic and liberal whites are just as determined that Negroes in Mississippi (and elsewhere) are assured of their constitutional rights as American citizens to vote and thus be counted in the political process.

1. Pass out Role Card 1 to Robert Moses.
2. Pass out Role Card 2 to Ed King.
3. Pass out Role Card 3 to Northern White Male Student (2 persons).
4. Pass out Role Card 4 to Mississippi White Male Adult (3 persons).
5. Pass out Role Card 5 to Northern White Female Student (2 persons).
6. Pass out Role Card 6 to Mississippi White Male Redneck (2 persons).
7. Pass out Role Card 7 to Dr. Aaron Henry.
8. Pass out Role Card 8 to Northern White Female Voting Canvasser.
9. Pass out Role Card 9 to Negro Resident.
10. Pass out Role Card 10 to Northern Rabbi from Ohio.
11. Pass out Role Card 11 to Mississippi White Male Redneck in a Pickup Truck (2 persons).

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12. Pass out Role Card 12 to Karl Fleming.

13. Pass out Role Card 13 to David Dennis.

14. Pass out Role Card 14 to Martha Lamb.

15. Pass out Role Card 15 to Mississippi Negro Accompanied by a COFO Worker.

16. Pass out Role Card 16 to White Female COFO Worker.

17. Pass out Role Card 17 to White COFO Student (anyone who has not been assigned to some other role).

18. Pass out Role Card 18 to Stokely Carmichael.

19. Pass out Role Card 19 to White Citizen's Councilman.

20. Write on the chalkboard: "Summer, 1964".

21. State to the simulation participants.

    They were called "The Volunteers": 650 young people, mostly northerners, mostly white, and mostly students. They were the largest single group of many people who went to Mississippi in the summer of 1964 to aid Negroes to get registered as voters. They were the nonprofessionals. Most of them knew why they wanted to go to Mississippi before they left home or school to join the project. Some found out at the orientation sessions held in Ohio, Tennessee, and other nearby states. Some learned the best reasons in Mississippi itself. And perhaps a few understood only when they had left. All of them realized that the eyes of the nation were fixed upon their undertaking: from every side came the voices of skepticism as well as admiration. Hostility was not limited to white Mississippians like Mayor Allen Thompson of Jackson who stood ready to greet the "invaders" with his specially built tank and riot squads. A Louis Harris Public Opinion Poll taken in June among Americans across the nation indicated that 65% opposed the Mississippi Summer Project. The first contingent of volunteers - about 250 strong - poured in from all parts of the country for orientation at Western College for Women in Oxford, Ohio during the weekend of June 13 and 14. The lush, 200-acre Oxford campus included an oddly symbolic bird sanctuary; the dormitory rooms were attractive and the modernistic dining hall of glass and wood served unusually good food. In these surroundings the volunteers spent a week learning, among other things, how to avoid being beaten and killed.

22. Write on the chalkboard: "Western College for Women, Oxford, Ohio".

23. Call Robert Moses up to the front of the room (Role Card 1).

24. Call up Ed King to the front of the room (Role Card 2).

25. Call up to the front of the room the two Northern White Male Students.

26. Sit down until Scene 1 is finished.

27. When Scene 1 is finished, state:

> Mississippi knew the Project was coming. It also knew it was inevitable and with the desperation of those trying to forestall the inevitable, the "moderate" Mississippians worriedly reasoned out the probable outcomes of the summer invasion and the futility of it all.

28. Erase "Western College for Women, Oxford, Ohio" and in its stead write: "Mississippi".

29. Call the three Mississippi White Male Adults up to the front of the room (Role Card 4).

30. Sit down until Scene 2 is finished.

31. When Scene 2 is finished state:

> The Mississippi moderates were not the only natives aware of the coming project. The poor white Mississippian, the rural native was the one the workers feared most. The Redneck - who works all day in the open and thus gets a sunburned neck. He was unpredictably and irrationally violent. His symbol was the pickup truck with gun rack and two-way radio and no license plate. Many of the newly arrived volunteers were given Redneck welcomes even as they got off the buses and trains which brought them to their destinations.

32. Call the two Northern White Female Students up to the front of the room (Role Card 5).

33. Call the two Mississippi White Male Rednecks up to the front of the room (Role Card 6).

34. After the girls and the Rednecks exchange a few "pleasantries," quietly go to Dr. Aaron Henry and ask him to go up to the front of the classroom to welcome the two girls, then sit down.

35. When Scene 3 is finished, state:

> But the volunteers, still somewhat starry-eyed, began their great crusade to get all of Mississippi's Negroes registered to vote. Three centuries of subhuman existence, however, had taken their toll...and the road was not smooth.

36. Call the Northern White Female Canvasser up to the front of the room (Role Card 8).

37. Call the Negro Resident up to the front of the room (Role Card 9).

38. Sit down until Scene 4 is finished.

39. When Scene 4 is finished, state:

> And the Rednecks grew bolder.

40. Call the Northern Rabbi from Ohio up to the front of the room (Role Card 10).

41. Call up the two Mississippi White Male Rednecks in a pickup truck to the front of the room (Role Card 11).

42. Sit down until Scene 5 is finished.

43. When Scene 5 is finished, state:

> We now turn to Karl Fleming's hotel room. The Newsweek Editor is on the telephone to his office in New York.

44. Call Karl Fleming to the front of the room (Role 12).

45. Sit down until Scene 6 is finished.

46. When Scene 6 is finished, state:

> It is August second in Philadelphia, Mississippi. Yesterday, while the Mississippi River was being dragged looking for three missing civil rights workers, two bodies of Negroes instead were found - one cut in half and one without a head.
>
> The bodies of Michael Schwerner, James Chaney, and Andrew Goodman were found on August third and identified the next day. The night of August third, Peter Seeger was giving a concert in Meridian, Mississippi. Just before the singing of "We Shall Overcome," he made the announcement. "We must sing 'We Shall Overcome' now ," he said. "The three boys would not have wanted us to weep now, but to sing and understand this song."

47. Lead the class in singing to verses of "We Shall Overcome."

48. Call David Dennis up to the front of the room (Role 13).

49. Sit down until Scene 7 is finished.

50. When Scene 7 is finished, state:

> With a newly inspired zeal, the volunteer civil rights workers redoubled their fight to get the right disenfranchised Negro the right to vote. But the Martha Lambs cared not what sacrifices had been made by all those idealistic students and the Negroes of the state. Negroes vote?!

51. Call up Martha Lamb to the front of the room (Role 14).

52. Call the Mississippi Negro up to the front of the room (Role 15).

53. Call the White Female COFO Worker up to the front of the room (Role 16). Write on Chalkboard, "Greenwood Court House".

54. Sit down until Scene 8 is finished.

55. When Scene 8 is finished, state:

> The scene now shifts to outside the Greenwood Court House.

56. Call Robert Moses up to the front of the room once more (Role 1).

57. Call White COFO Students up to the front of the room (all those who have not been assigned to any other roles - Role 17).

58. Sit down until Scene 9 is finished.

59. When Scene 9 is finished, state:

> The summer project is over. Many died, bled, and suffered so that a handful - 6% - of the Negro population would have the right to vote. The seeds had been planted - not only in Mississippi and certain other portions of the South. The national conscience had been awakened in all sections of the country.

60. The simulation can be concluded at this point or can be continued with an optional conclusion of a debate between Stokely Carmichael of the Student Non-Violent Coordination Committee and a typical White Citizens' Councilman.

61. If the simulation concludes with the debate, now call Stokely Carmichael to the front of the room (Role 18).

62. Call the White Citizens' Councilman to the front of the room (Role 19).
63. Sit down until scene 10 is finished.
64. When the simulation is completed, request that all simulation role cards are returned to you in an orderly manner: first call for Role Card 1, then Role Card 2, next Role Card 3....

Review, Summarization, and Reinforcement

1. When the simulation is completed, ask the students what they liked about it.
2. Ask the participants how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask the students what they believed was the significance of the voter registration drive in Mississippi in the summer of 1964.
5. Ask what are some of the ways one might better cope with opposing views to one's own or irrational behavior.
6. Ask how attitudes are formed. How they might be changed.
7. Ask what are some of our society's current shortcomings and injustices are. Ask how they might be rationally and realistically corrected or improved upon.

STUDENT MATERIAL

Role 1

Role: Robert Moses, Civil Rights Leader

Time: Summer, 1964

Place: Ohio and Mississippi

You start the simulation with Scene 1 at the Western College for Women, Oxford, Ohio. There you and Ed King "welcome" a group of 250 upper-middle class white college students ranging from ages 19 to 28. You present goals for the summer 1964 voter registration drive, question the students' motivation for joining the project. You also prepare them somewhat for the experiences to come during their "tour" in Mississippi. You are the first to speak. Ed King will speak after you. The simulation begins after your simulation director gives you your role card and he/she sits down. Sit down when finished.

You appear again in Scene 9 (just after Martha Lamb has refused to register the Mississippi Negro as a voter in the Greenwood Court House). You will be called up to the front of the room once again by your simulation director. In this scene you are to be prepared to answer the questions put to you by disillusioned COFO workers who have expressed grave doubts about the effectiveness of the voter registration project. All they have seen are beatings, police collusion with the most rabid, lawless Rednecks, Negro apathy and fear, and a general lack of any definable progress. Sit down when you have finished with Scene 9.

Role 2

Role: Ed King, Instructor at the Western College for Women Voter Registration School

Time: Summer, 1964

Place: Ohio

After Robert Moses makes his presentation in the first scene of the simulation you make yours to the assembled students. You briefly point out to them some of the dangers involved in the voter registration drive in Mississippi. You explain to the students why they can expect little, if any, protection from the police there...why this journey to Mississippi can prove to be dangerous. After you and Robert Moses make your presentations be prepared to answer questions put to you by the students. When Scene 1 is finished, sit down.

Role 3

Role: Northern White Male Student

Time: Summer, 1964

Place: Ohio

You listen to Robert Moses and Ed King discuss the summer registration drive for voters in Mississippi. Afterwards you ask pertinent questions about your coming experiences there: about past lessons learned, about the character of the Mississippi Redneck, about the prognosis for the project, and any other relevant questions. Take about 10 minutes for your portion of Scene 1, then take your seat back with the others. Begin Scene 1 when your simulation director sits down.

Role 4

Role: Mississippi White Male Adult

Time: Summer, 1964

Place: Mississippi

You are in Scene 2. You are joined by two of your friends. The three of you discuss your opposition with one another to the threatened "invasion" of "outsiders" to register Negroes as voters in Mississippi. Bring out your position on the Negro situation in Mississippi - how the Negro is satisfied with his lot, how the outsiders should clean up their own backyards first. You basically are a "good" person, a moderate who abhors violence which you see as the only outcome of the Project. When you and your friends have discussed your views for about 5 minutes, take your seat back with the others.

Role 5

Role: Northern White Female Student

Time: Summer, 1964

Place: Mississippi

You are Scene 3, just after the Mississippi "moderates" are finished expressing their concerns. In you scene you and a girl friend have just gotten off the bus in Moss Point. While waiting for a ride to Project Headquarters you are confronted by two Mississippi Rednecks who recognize you for what you are. You are to verbally defend yourselves against their insinuations, intimidations, questions, and demands. You viscerally <u>feel</u> the situation you are in: a stranger in a strange, threatening environment, face-to-face with the very type person whom you have learned about in your indoctrinations, and whom you have come to fear <u>and</u> respect and fight. Return to your seat when finished.

Role 6

Role: Mississippi White Male Redneck

Time: Summer, 1964

Place: Moss Point, Mississippi

You are Scene 3. You have recognized the two white girls who have just got off the bus as "Damn communist nigger agitators" and its your sacred, patriotic duty to put the fear of God into them...and to scare them back North with the rest of them "Jew bastards." After about 5 minutes of giving the girls "the treatment," return to your regualar seat when finished with Scene 3, after Dr. Aaron Henry comes.

Role 7

Role: Dr. Aaron Henry

Time: Summer, 1964

Place: Moss Point, Mississippi

You are in Scene 3. Just as soon as you see the two Rednecks begin to harass the two Northern girls who have just gotten off the bus, leisurely move toward them. Let the girls learn to defend themselves for a brief time...then move in to "rescue" them. Welcome them. Tell them of the available resources for their protection, and of the problems in getting adequate law enforcement protection. You give as an example the fact that three COFO workers - Michael Schwerner, James Chaney, and Andrew Goodman - have not returned from a routine investigation of a church's plight on which they had left yesterday morning. They were to have returned by 4:00 PM yesterday. Take your regular seat when you have finished with your scene.

Role 8

Role: Northern White Female Canvasser

Time: Summer, 1964

Place: Mississippi

You are in Scene 4 along with a Negro Resident. You are canvassing a Negro neighborhood for voter registration candidates. You stop at a typical shack, are invited inside, and present you case for voter registration. You are met with apathy and fear caused by generations of subcogent arguments to persuade Negroes to have the courage to attempt to register to vote. Take your regular seat when you are finished with Scene 4.

Role 9

Role: Negro Resident

Time: Summer, 1964

Place: Mississippi

You are in Scene 4 along with a Northern White Female Canvasser. You have just opened the door of your shack on a well-groomed white female COFO worker. She will try to explain to you the reasons why you should go down to the courthouse to register to vote. But you fear for your job, your children, and your life if you make such a daring move. You "bow and "scrape" and "shuffle" and say, "Yes, maam," but you just can't go downtown. Take your regular seat when you have finished with Scene 4.

Role 10

Role: Northern Rabbi from Ohio who is a COFO Worker

Time: Summer, 1964

Place: Mississippi

You are in Scene 5 along with two Mississippi Rednecks. You have just been run off the road by them. They are baiting you, taunting you, and you know that any moment they will beat you, if not kill you. You react in character: you try reasoning; you try to calm them down; you remember what you have learned about the Redneck's way of reasoning. Take you regular seat just as you are being beaten up at the close of Scene 5.

Role 11

Role: Mississippi Redneck

Time: Summer, 1964

Place: Mississippi

You have just run a "communist jew bastard" off the road with your pickup truck. You and your buddy at first treat the rabbi with mock politeness, then veiled threats, then with violent, uncontrollable rage, with the strongest kind of verbal abuse. The role-playing ends just as you and your buddy begin to beat up the northern intruder. Take your regular seat when you have finished with Scene 5.

Role 12

Role: Karl Fleming, Newsweek Editor

Time: Summer, 1964

Place: Mississippi

You are in Scene 6. You are on the telephone. You are calling your home office in New York from your hotel room. Over the telephone you vividly describe the impact of the voter registration movement, what is happening here in Mississippi. You especially concentrate on describing the eye-opening effect the experience is having on the typical student canvasser. Take your regular seat when you have finished with Scene 6.

Role 13

Role: David Dennis, a CORE Leader and Asst. Director of the Miss. Project

Time: Summer, 1964

Place: Mississippi

You are in Scene 7, just a short time after it was announced that the bodies of Michael Schwerner, James Chaney, and Andrew Goodman had been found.

You deliver the eulogy at James Chaney's memorial service. You are, by turns, cool, emotional, hateful. Take your regular seat when you have finished delivering your eulogy in Scene 7.

Role 14

Role: Martha Lamb, Voting Registrar

Time: Summer, 1964

Place: Greenwood Courthouse, Mississippi

You are in Scene 8 along with a Mississippi Negro who is attempting to register to vote and who is accompanied by a white female COFO worker. You are polite but cold. You refuse to pass the applicant. The COFO worker questions you about your right to deny the right to vote of the applicant. You respond in the noncommittal, vague, polite, but adamant manner. You question the Negro applicant on voting procedures and his real reasons for being at the courthouse today. Take your regular seat when you have finished with Scene 8.

Role 15

Role: Mississippi Negro

Time: Summer, 1964

Place: Greenwood Courthouse, Mississippi

You are in Scene 8 along with a white female COFO worker and Martha Lamb, voting registrar. You are questioned about voting procedures. You answer to the best of your ability. The COFO worker will assist you. Miss Lamb will turn you down. On the way out of the courthouse you express your opinion that you knew ahead of time you would be refused and that, as a consequence of your attempt, you will probably lose your job as well. Take you regular seat when you have finished with Scene 8.

Role 16

Role: White Female COFO Worker

Time: Summer, 1964

Place: Greenwood Courthouse, Mississippi

You are in Scene 8 along with a Mississippi Negro you have persuaded to attempt to register to vote and Martha Lamb, voting registrar. The Negro applicant will be thoroughly questioned, but will be refused the right to register. You sharply question Miss Lamb as to why she has refused to register the applicant, but to little avail. On the way out of the courthouse, the Negro will express his feelings as the effort having been a waste and that likely he will lose his job as well. You are to justify the actions the two of you made in the futile attempt at registration. Take your regular seat when you have finished with Scene 8.

Role 17

Role: White COFO Student

Time: Summer, 1964

Place: Mississippi

You are in Scene 9 along with Robert Moses and fellow COFO workers. You and your compatriots sharply question Robert Moses about the effectiveness of the Project. You have seen nothing buy bloodshed, beating, apathy and fear among the Negroes, police who side with the law-breaking rednecks, and the absence of apparent progress in the goals set for the project. In short, you have become thoroughly disillusioned and you make this known. Take your regular seat when you have finished with Scene 9, after about 10 minutes of expressing your disillusionment, concerns, and asking questions of Robert Moses. Begin Scene 9 when your simulation director sits down.

Role 18

Role: Stokely Carmichael, Leader in the Student Non-Violent Coordinating Committee

Time: Summer, 1964

Place: Mississippi

You are the local leader for SNCC in Scene 10. You are to debate with a highly biased but fluent and articulate White Citizen's Councilman on the need for the voter registration project, the achievements thus far, and the likelihood of events to come. You hold nothing back in this debate. Your debating opponent is the first to speak. Take your regular seat when the debate is ended.

Role 19

Role: White Citizen's Councilman

Time: Summer, 1964

Place: Mississippi

You are in Scene 10 along with Stokely Carmichael, local leader of SNCC. The two of you engage in a formal and very heated debate. You are the first to speak. You are a rabid segregationist, a lawyer, and very capable of expressing your feelings and the feelings of most other white Mississippians. You debate with Stokely Carmichael the "need" for the voter registration project, the "goals" thus far achieved, and the prognosis of the coming season of strife. You hold back nothing in this debate. Take your regular seat when the debate is ended. Begin Scene 10 when your simulation director sits down.

IMAGINATIVE BOOKS AVAILABLE FROM ETC PUBLICATIONS FOR CREATIVE TEACHING

Making Changes - A Course in Inventive Problem-Solving
by John Thomas of Research for Better Schools. $19.95 Teacher's Edition; $9.95 Students Edition.

> *"Making Changes:* a systematically developed, non-content, half-semester course designed to develop cognitive and affective skills and strategies for employing creative approaches in solving increasingly complex personal and societal problems. It focuses on problem solving, inventing, future forecasting, and group dynamics ... Developed at Research for Better Schools by John Thomas, with government funds, the course proffers a meaningful replacement for the 'life skill competencies' being mandated by state legislatures and school boards. It truly is designed to make children *think*.... The course is obviously well-conceived, organized, and packaged ... I believe that the materials deserve an over-all rating of 'excellent.' " *-Educational Technology Publications.*
>
> *"Making Changes* is an interdisciplinary, multifaceted new approach to future studies ... promises to challenge gifted secondary students in four skill areas: problem solving, inventing, futuring, and working in groups ... The program's ambitious goal is to stimulate students to develop open-ended thinking, inventive problem solving, and productive ways of forecasting and managing the future in the out-of-school world." *-Curriculum Review.*

Introduction to the Future by Randall L. Scheel. $12.95

> This well-researched book discusses the future of our planet and its people. Partial contents include The Nature of Change and Alternative Futures, Population, Natural resources, Ecology, Food, Transportation, Communication, Housing, Biological Developments, Economics, et al. The work can serve as an excellent secondary school textbook in futures studies and/or gifted classes - each chapter concludes with thought provoking questions for discussion and assignments. It also is a highly readable work as a straight read for all interested in the future ... and how to make our future a better one with intelligent foresight.

Discussing Death - A Guide to Death Education by Gretchen Mills et al. $9.95

> "Death is a taboo topic in our society. Mental health of children as well as adults depends not upon the denial of tragedy, but upon the frank acknowledgement of it. A well-designed and carefully considered death education program should be made available to all children. Upon such a frame of reference this remarkable book offers a comprehensive approach at all school levels: the 5-6 year olds, 7-9, 10-12 and 13-18. Curriculum concepts and learning opportunities are presented more or less sequentially from the basic to the more difficult." *-Australian School Librarian*
>
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>
> "An excellent new guide to death education is DISCUSSING DEATH ..." *-Today's Catholic Teacher*

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